Social Media as a learning Community:

The Good, The Bad, The UGLY

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Social and Cognitive Constructivism
“I can’t teach you anything, I can only make you think” (Socrates)

Social - Learning Community
Cognitive - Scaffold learning approach

First Year:
Concepts
Knowledge
Skills
Application

Third Year:
Concepts
Planning
Application
Implementation
Every course and instructor is unique, offering new challenges
Storms on the horizon
“What drugs are they on?”
Social media comments - unmoderated
“It hurts”
Engage and support

- Take a deep breath
- Step back
- Support
- Engage
- Get support from peers
Social Media, a Critical platform enabled
Anti-social networking
“Dispair”
Moderate and Collaborate

- Use Facebook as a support environment
- Explain rationale and expected behaviours
- Avoid group work in online teaching
- Get support from peers
“... I recall stating on the unit’s Facebook that; “following the unit on Facebook was akin to following alphabet spaghetti” but this belied the true genius of using it as a teaching tool. Never before or since have I so truly felt part of a class. **Every student was given the freedom to speak** as though they were there on campus with their fellow students. This led to genuine engagement as students from vastly diverse backgrounds learned from each other as much as from the structured unit itself. The difference between this and other, dryer, units was palpable. There was an energy within the unit that lifted the performance of every student. ...

” (LinkedIn)
Every Course and teacher is unique challenges remain

REMEMBER

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